**Lucy**

Grade 6

Middle School

Ms. J.

SPEDIS #

SASID #

# Portfolio Validation Form

(Complete one for the entire portfolio)

**Student Name:** Lucy **SASID #:** **Date:** 4/18/2008

**SAU #:** 16 **Student's Grade:** 6

**Team Statement:**

***The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.***

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

**Instructional Team Signatures:**

> Name: P Position: GE Reading teacher

Contribution to Portfolio: implemented modified curriculum, collected data

> Name: B. Position: GE science teacher

Contribution to Portfolio: implemented modified curriculum

> Name: J. Position: GE Social Studies teacher

Contribution to Portfolio: implemented modified curriculum

> Name: E Position: GE math teacher

Contribution to Portfolio: implemented modified curriculum

> Name: C. Position: SE paraeducator

Contribution to Portfolio: collected data

> Name: B. Position: SE paraeducator

Contribution to Portfolio: collected data

> Name: S. Position: SE paraeducator

Contribution to Portfolio: implemented modified curriculum, collected data

> Name: C. Position: Special Education teacher

Contribution to Portfolio: designed & implemented modified curriculum, created portfolio, collected data

## Statement of School Principal/General Curriculum Supervisor:

***I verify that I have reviewed the portfolio of (student):*** Lucy Griffin ***, in Grade*** 6
***and have found it to be complete and ready for submission to Statewide Assessment.***

**Principal's Signature:** _____ **Date:** 5-5-08

**Dr. Lyonel B. Tracy**
COMMISSIONER
Tel. 603-271-3144

**STATE OF NEW HAMPSHIRE**
**DEPARTMENT OF EDUCATION**
**101 Pleasant Street**
**Concord, N.H. 03301**
**FAX 603-271-1953**
**Citizens Services Line 1-800-339-9900**

## Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child Lucy Griffin might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementor responsible for compiling the evidence for the New HampshireAlternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, , am the parent or legal guardian of Lucy Griffin. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

- ✓ paper products **(personal identifiable information such as last names, school name, etc., will be removed)**
- ✓ pictures **(face will be blanked out)**
- ✓ audiotapes
- ✓ videos

____ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an alternate assessment portfolio.

Signature of Parent

Sept. 27-07
Date

# Video, Audiotape, and Photo Permission Form

I give permission for the - Middleschool to take pictures, video, or audiotape my son/daughter, Lucy I understand that this will be included in my son/daughter's state assessment and will be used for educational purposes only.

M. _____

Parent/Gua[illegible]ire

Sept 27-07

Date

# Parent/Guardian Portfolio Review Statement

Name of Child: Lucy

I, M or M have reviewed my child's work that is contained in this portfolio. My child's teacher, J , has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

M.

Comments:

05.06.08 M.

Date Parent/Guardian Signature

5/6/08 C

Date Teacher Signature

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

Date Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.

Hi My name is Lucy
I AM 12. I have a
Family. My Family names are
Mom DaD M ... Duffy is My dog and me
I live in a house My house is Messy.

My live is good. I ahave Big TV in
is TV. Room. I AM in 6th grade PS teacher
is real Pain. My Best thing to DO is math Math is the Best.
it is Fun. I Love to Bake Cake.
I Love to color s

I Like to take shars. My Mom is Fun she is the
Best. My DA D is the Best he is Fun.
M Love Me She is Fun.
My house is relly not Clean.

My DA D and mom and Duffy and M
is relly Fun, My house is relly not Clean.

Mom and I Go to Mall she look at Clashs
for me.
I got a lot of Work to Do in Manin.

I go and take my Dog out for a walk. →

I go to Dinn in Hall With My FMily.
My life is good.
6th grade is good it is Fun.
School is Fun I love Homework.

Lucy

# Lucy _ 's schedule

| | M | T | W | TH | F |
|---|---|---|---|---|---|
| 7:40-8:30 | GE Science | | | | |
| 8:30-9:20 | SE Math (Lucy was included in the GE math occasionally. Some GE math activities she could participate in fully and some needed to be modified when she went into the classroom.) | | | | |
| 9:20-9:25 | snack | | | | |
| 9:25-10:10 | GE Social Studies | | | | |
| 10:20-11:10 | GE Reading | | | | |
| 11:10-11:40 | LUNCH | LUNCH | Speech/Language LUNCH GROUP | LUNCH | LUNCH |
| 11:45-12:40 | SE Reading | | | | |
| 12:40-1:25 This time block rotates after 7 weeks. | Rotation 1 – GE Music | | | | |
| | Rotation 2 - GE Computers | | | | |
| | Rotation 3 – SE Study Skills | | | | |
| | Rotation 4 - SE Study Skills | | | | |
| | Rotation 5 – GE Art | | | | |
| 1:25-2:10 The school is on an A/B schedule, so these classes are on alternate days. | A days – SE Study Skills | | | | |
| | B days – GE Wellness (Gym and Health) | | | | |

| |
|---|
| General education setting |
| Special education setting |

# Entry Cover Sheet #1
# Reading Required
## (Grades 2, 3, 4, 5, 6, 7 and 10)

**Student Name:** Lucy **SASID #** **SAU #** **Grade:** 6

**Content Standard:**

Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

**Student Performance and Progress: ONE *Measurable* Targeted Skill:**

Lucy will read sight words, including content area words, with 85% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

By increasing the number of words that Lucy can read by sight, it increases her fluency in reading and her comprehension.

**The following can be used as the Table of Contents for this entry:**

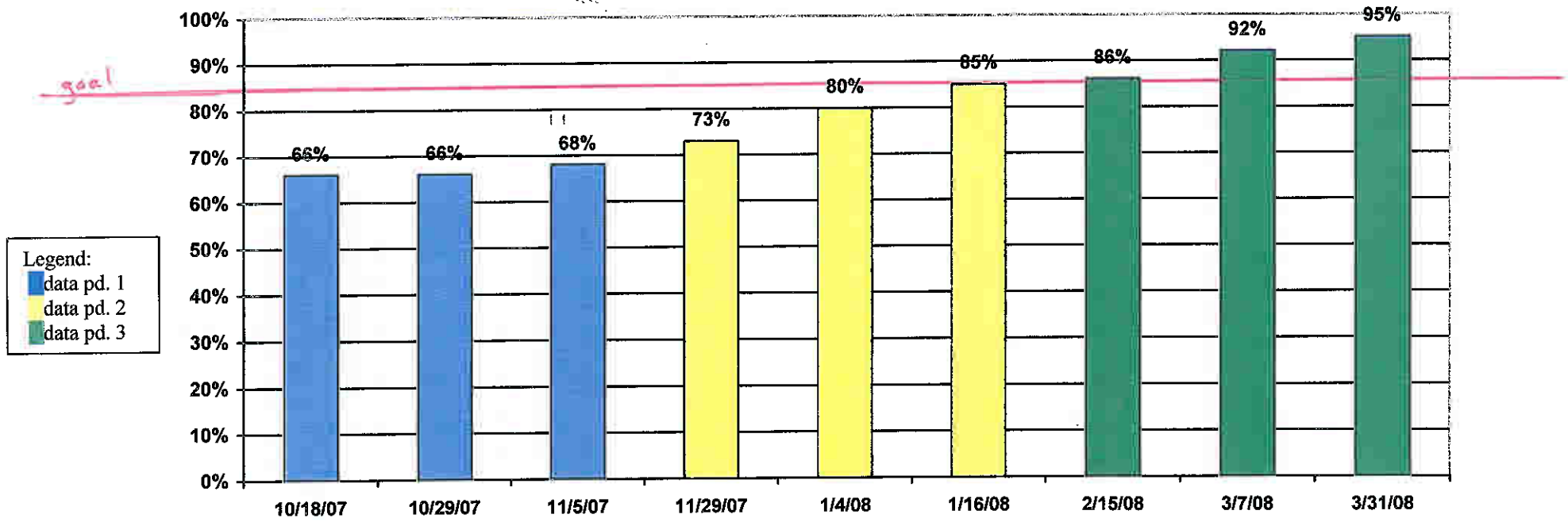


**The following information must be recorded directly on each piece of evidence:**

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

## Reading 1 – Lucy will read sight words, including content area sight words, with 85% accuracy.




| score | 66% | 66% | 68% | 73% | 80% | 85% | 86% | 92% | 95% |
|---|---|---|---|---|---|---|---|---|---|
| description | For each of these data points, Lucy read the 6th hundred of Fry's 600 Instant Words. She read the words on flash cards. (See lists on following page.) | | | | | | | | |

Fry's 6th 100 Instant Words

| | | | |
|---|---|---|---|
| become | herself | demand | aunt |
| body | idea | however | system |
| chance | drop | figure | lie |
| act | river | case | cause |
| die | smile | increase | marry |
| real | son | enjoy | possible |
| speak | bat | rather | supply |
| already | fact | sound | thousand |
| doctor | sort | eleven | pen |
| step | kind | music | condition |
| itself | dark | human | perhaps |
| nine | themselves | court | produce |
| baby | whose | force | twelve |
| minute | study | plant | rode |
| ring | fear | suppose | uncle |
| wrote | move | law | labor |
| happen | stood | husband | public |
| appear | himself | moment | consider |
| heart | strong | person | thus |
| swim | knew | result | least |
| felt | often | continue | power |
| fourth | toward | price | mark |
| I'll | wonder | serve | president |
| kept | twenty | national | voice |
| wall | important | wife | whether |

Content area sight words

| | | | |
|---|---|---|---|
| Coober Pedy | Indian Ocean | coffin | menu |
| Australia | Atlantic Ocean | tomb robber | lunch |
| meets | Nile River | mirage | dinner |
| town | Madagascar | oxen | pizza |
| visit | Kenya | pyramid | small |
| around | Tanzania | scepter | medium |
| electricity | South Africa | mummy | large |
| power plant | Congo | hieroglyphs | |
| acid rain | Sahara Desert | | |
| pollution | Nigeria | | |
| travels | Egypt | | |
| rotates | | | |
| rotation | | | |
| orbits | | | |
| seasons | | | |

| | | | |
|---|---|---|---|
| branch | bench | beach | arrive |
| brave | bridge | center | clear |
| dash | cross | finally | enormous |
| evening | crowd | idea | exactly |
| greedy | deep | ocean | float |
| pass | fresh | seashell | midnight |
| present | frown | stack | rainbow |
| stream | signal | tiny | snowstorm |
| trail | travel | wave | weekend |
| wise | worry | wonder | whisper |
| | | | |
| bright | agree | | |
| chew | brave | | |
| flour | famous | | |
| forest | feast | | |
| hour | gentle | | |
| inn | hero | | |
| island | leader | | |
| nibble | notice | | |
| pale | search | | |
| warn | weak | | |
| | | | |
| | | | |
| | | | |
| | | | |

Lucy-
10/11 = 91%
11/6/07

# Welcome to Coober Pedy,

**a community in Australia. Hi! Or, as we say here, "G'day!" My hometown doesn't look like much. But there's a lot more to see here than first meets the eye. That's because a lot of people here live and work underground!**

First, I'll show you where Coober Pedy (KOO–ber PEE–dee) is. Then you will see why this small town grew up in the middle of nowhere. We'll go underground where miners can strike it rich or come up empty-handed.


| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/6/07 |
| Content Area: Reading 1<br>Work Sample: 1 | |
| Data Collection Period: 1 | Setting: Special Education – team room |
| Activity Description:<br>Lucy read this page aloud to the special educator. Some content area words had been previewed in the days before she read this article. These words were reviewed at the beginning of class. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br>Lucy read 10/11 of the highlighted sight words, including content area words, correctly = 91%. | |
| Supports Provided and/or Used on this Specific Activity:<br>Lucy was prompted to read one paragraph at a time by the special educator. She was prompted to sound out some words not practiced beforehand when she paused. Modified assignment. | |

Lucy
10/11 = 91%
11/6/07

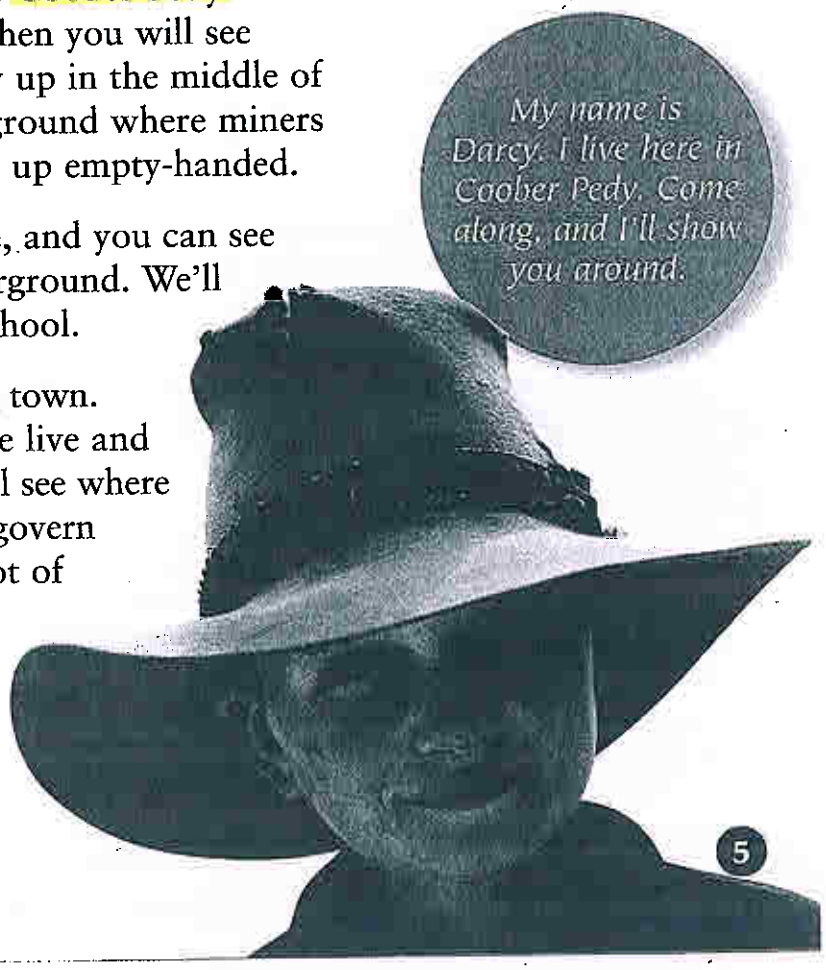
# Welcome to Coober Pedy,

**a community in Australia. Hi! Or, as we say here, "G'day!" My hometown doesn't look like much. But there's a lot more to see here than first meets the eye. That's because a lot of people here live and work underground!**

First, I'll show you where Coober Pedy (KOO–ber PEE–dee) is. Then you will see why this small town grew up in the middle of nowhere. We'll go underground where miners can strike it rich or come up empty-handed.

Next, we'll visit my home, and you can see what it's like to live underground. We'll also spend a day at my school.

Last, I'll show you around town. You'll see how people here live and what we do for fun. You'll see where we worship and how we govern ourselves. You'll meet a lot of new people in Coober Pedy. Be sure to wish them "G'day."



11/14/07

6th 100 Instant Words (½ the list)

| | |
|---|---|
| become | herself |
| body | idea |
| chance | drop |
| act | river |
| die | smile |
| real | son |
| speak | bat |
| already | fact |
| doctor | sort |

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/14/07 |
| Content Area: Reading 1<br>Work Sample: 2 | |
| Data Collection Period: I | Setting: **General Education Reading classroom with typical peers** |
| Activity Description:<br>Lucy read aloud 50 sight words on a list to a **typical peer.** The **typical peer** recorded which words she read correctly. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read 44/50 sight words correctly = 88%. | |
| Supports Provided and/or Used on this Specific Activity:<br>The **typical peer** pointed to the words as Lucy read them & recorded correct/incorrect words. Modified assignment. | |

Lucy read these words to me

– E excellent! y

6th grade TP

5

11/14/07

6th 100 Instant Words (2nd ½ the list)

| | |
|---|---|
| become | herself |
| body | idea |
| chance | drop |
| act | river |
| die | smile |
| real | son |
| speak | bat |
| already | fact |
| doctor | sort |
| step | kind |
| itself | dark |
| nine | themselves |
| baby | whose |
| minute | study |
| ring | fear |
| wrote | move |
| happen | stood |
| appear | himself |
| heart | strong |
| swim | knew |
| felt | often |
| fourth | toward |
| I'll | wonder |
| kept | twenty |
| wall | important |

$\frac{44}{50} = 88\%$

Lucy read these words to me

– E[illegible]y

excellent!

6th grade TP

5

## Self-determination sheet

**Data Collection period** 1 **Work Sample** 2

**Date:** 11/14/07

*Choice*

**Choose one:**

read lists **or** read flashcards

**I did my work:**

- in the Reading classroom (with typical peers)
- in the pod
- in the team room with _____
- somewhere else: _____

*Planning*

**What do I need to do this?**

| | |
|---|---|
| **pencil** | **calculator** |
| **book** | **computer** |

**something else:** nothing (lists)

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- reading more carefully
- speaking slowly
- trying to read each word - not skipping words

Nothing

*Supports*

**I had help from**

**Student** 6th gr T.P.

**Teacher**

**Nobody**

**Student Signature** Lucy

9/13 = 69%

1/22/08

# Acid Rain
rd Jumble

Use the clues on the right to unscramble the words.

| | | |
|---|---|---|
| RFGO | This green critter lives near the water and likes to eat insects. | Frog |
| WERPO NTPAL | These produce electricity but also a lot of the pollution that causes acid rain. | Power Plant |
| NDIW | This can carry pollution from one place | Wind |

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 1/22/08 |
| Content Area: Reading 1<br>Work Sample: 1 | |
| Data Collection Period: II | Setting: **General Education Social Studies classroom with typical peers** |
| Activity Description:<br>Lucy practiced reading these facts on this sheet about acid rain for a few days before she read it in class to a **typical peer** as part of her environmental project. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br>Lucy read 9/13 of the highlighted sight words, including content area words, correctly = 69%. | |
| Supports Provided and/or Used on this Specific Activity:<br>Lucy read aloud to a **typical peer**. The **typical peer** prompted her on some words and kept track of the words she missed. Modified assignment. Lucy practiced reading this page for a few days before by reading aloud to a special education paraeducator before reading to a **typical peer**. | |

Answers: Frog, Power Plant, Coal, Forest, Train, Lights

# Rain

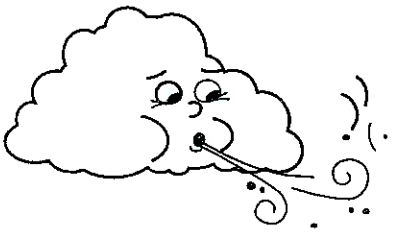
rd Jumble

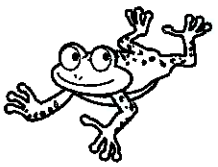
9/13 = 69%

1/22/08

Use the clues on the right to unscramble the words.

| | | |
|---|---|---|
| RFGO | This green critter lives near the water and likes to eat insects. | Frog |
| WERPO NTPAL | These produce electricity but also a lot of the pollution that causes acid rain. | PowerPlant |
| NDIW | This can carry pollution from one place to another. | wind |
| ACOL | This black material comes from the ground is burned to create electricity | Coal |
| RFETOS | This place has lots of trees and animals living it. | Forest |
| RTNIA | This travels on a track and can be used to get from one place to another instead of a car. | train |
| GHLTIS | By turning these off when you leave a room, you can help prevent acid rain. | Lights |





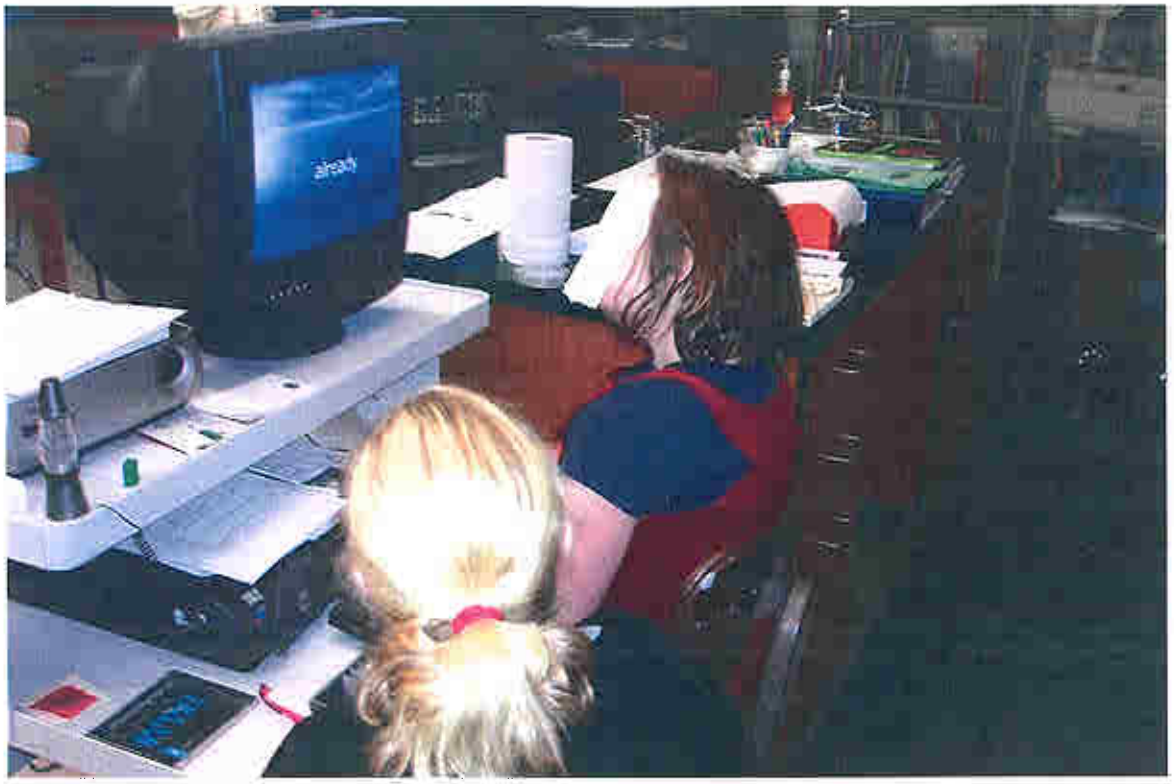
Answers: Frog, Power Plant, Coal, Forest, Train, Lights

Lucy read to me about acid rain.

GREAT!

1/22/08

typical 6th grade peer



| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 1/31/08 |
| Content Area: Reading I<br>Work Sample: 2 | |
| Data Collection Period: II | Setting: **General Education Science classroom with typical peers** |
| Activity Description:<br>Lucy read aloud sight words (including content area sight words) that were in a Power Point presentation on the computer. Lucy read the word aloud to a **typical peer** and then clicked to the next word when she was ready. The **typical peer** kept track of whether she read the words correctly. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read the sight words in the Power Point presentation with 100% accuracy to a **typical peer**. | |
| Supports Provided and/or Used on this Specific Activity:<br>Lucy was prompted about how to use the mouse to get to the next word by the special education paraeducator. The **typical peer** listened, recorded any words missed, and provided prompts and encouragement. | |

Data collection record for 1/31/08
words Lucy read from Power Point work sample

1. +
2. +
3. +
4. +
5. +
6. +
7. +
8. +
9. +
10. +
11. +
12. +
13. +
14. +
15. +
16. +
17. +
18. +
19. +
20. +
21. +
22. +
23. +
24. +
25. +

## Self-determination sheet

**Data Collection period** II **Work Sample** 1

**Date:** 1/22/08

*Choice*

**Choose one:**

Acid Rain caper page **or** Acid Rain word jumble page

**I did my work:**

- ~~in~~ the SS classroom (with typical peers)
- in the pod
- in the team room with _____
- somewhere else: _____

*Planning*

**What do I need to do this?**

| | |
|---|---|
| **pencil** | **calculator** |
| **book** | **computer** |

**something else:** Paper

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- ✓ practicing more before I read to someone else
- ○ asking for help on words I don't know
- ○ reading more slowly

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Lucy

$\frac{5}{10} = 50\%$

Lucy
#3 3/31/08

Indian Ocean +
Atlantic Ocean –
Nile River –
Madagascar –
Kenya –
Tanzania +

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 3/31/08 |
| Content Area: Reading 1<br>Work Sample: 1 | |
| Data Collection Period: III | Setting: **General Education Social Studies classroom with Typical Peers** |
| Activity Description: Lucy read flashcards of content area sight words related to Africa to a **typical peer**. The **typical peer** recorded on a lined sheet of paper which words were read correctly. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br>Lucy read the content area sight words with 50% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: modified assignment, **typical peer** who helped her pronounce the words when she made a mistake and kept track of words correct | |

Lucy read these words to me

- a Awesome! g

Typical 4th grade peer

$\frac{5}{10} = 50\%$

LUCY
PE 3/31/08

Indian Ocean +
Atlantic Ocean -
Nile River -
Madagascar -
Kenya -
Tanzania +
South Africa +
Congo (DRC) +
Sahara Desert +
Nigeria -

Lucy read these words to me

- a[illegible] Awesome! g

Typical 4th grade peer

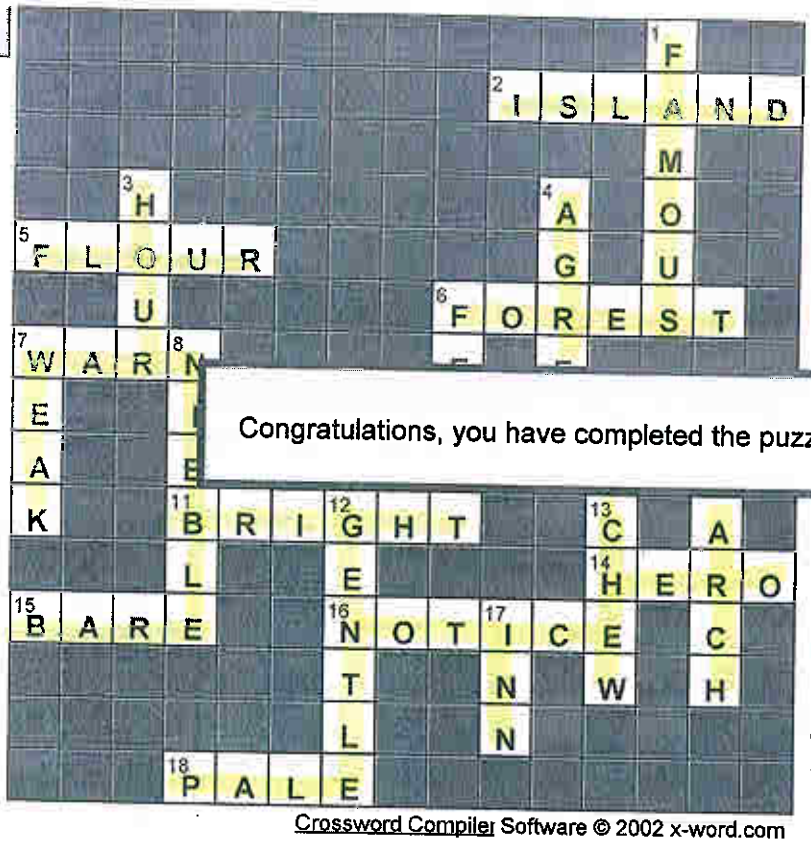
DIRECTIONS

# Unit 5 & 6

| | |
|---|---|
| inn | unit of time |
| hour | very little color |
| warn | someone that many people know |
| famous | place to stop and sleep |
| pale | to tell someone about danger |

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 4/14/08 |
| Content Area: Reading 1<br>Work Sample: 2 | |
| Data Collection Period: III | Setting: Special Education – team room |
| Activity Description:<br>Lucy chose to practice sight words, content area vocabulary words from units five and six, through games on the computer. She read aloud the words to a special education paraprofessional as she matched them and used them to fill in clues on a crossword puzzle. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read the content area sight words with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: modified assignment on the computer, prompting by special education paraprofessional to read the words aloud and assist with the computer, a set of flashcards of the unit 5 and 6 words to use as a word bank while filling in the crossword | |

Reveal




Crossword Compiler Software © 2002 x-word.com

**Across**

**6.** woods

**7.** Flashing yellow lights ____ drivers to slow down.

**9.** The _____ of the band asked me to play a flute.

**11.** Brand new coins look _____.

**14.** how to describe a

thia Rylant is a _____ writer.

**3.** 24 of these are in one day

**4.** to think the same way

**6.** the opposite of "snack"

**7.** the opposite of "strong"

**8.** to take tiny bites

**10.** hunt

# Solution

Web page created by Crossword Compiler.

## Self-determination sheet

**Data Collection period** III **Work Sample** 2

**Date:** 11/14/08

*Choice*

**Choose one:**

"concentration" memory game with cards **or** computer games with vocab words

**I did my work:**

- ○ in the _____ classroom (with typical peers)
- ○ in the pod
- ◉ in the team room with Mrs. D[redacted]
- ○ somewhere else: _____

*Planning*

**What do I need to do this?**

**pencil** **calculator**

**book** **computer**

**something else:** _____

(4 cards with unit 5 + 6 words)

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- reading the words more slowly
- Taking time to read the definitions
- looking at the endings of the words

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Lucy

# Entry Cover Sheet #2
# Reading Choice
## (Grades 2, 3, 4, 5, 6, 7 and 10)

**Student Name:** Lucy **SASID #** **SAU #** **Grade:** 6

**Content Standard:**

Standard 6: Student will demonstrate competence in using the interactive language process of reading, writing, speaking, listening, and viewing to communicate effectively.

**Student Performance and Progress: ONE *Measurable* Targeted Skill:**

Lucy will read a piece of text and then complete comprehension activities with 80% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

Lucy's ability to read information and communicate her understanding of it impacts her ability to function independently and interact with the world around her.

**The following can be used as the Table of Contents for this entry:**

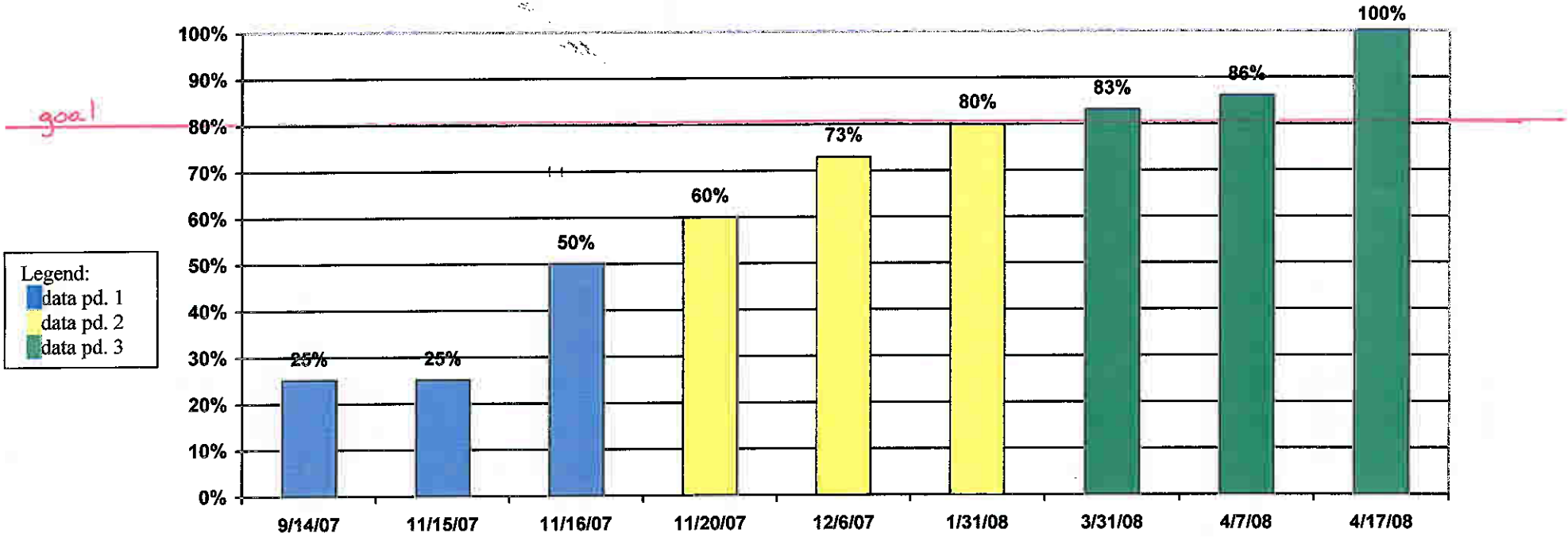


**The following information must be recorded directly on each piece of evidence:**

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

## Reading 2 – Lucy will read text and complete comprehension activities with 80% accuracy.




| score | 25% | 25% | 50% | 60% | 73% | 80% | 83% | 86% | 100% |
|---|---|---|---|---|---|---|---|---|---|
| description | read text (4 paragraphs) about food and answered written questions | read Ch. 1 of Mountaineering Adventures and answered written questions | read text about a family with whose grandmother got sick and answered written questions | read a book called The Moon and answered oral questions | read The Bravest Dog Ever: The True Story of Balto, pg. 28-39, and answered written questions | read a small book about Kenya and answered written questions | read magazine article entitled "Extreme Earth" and answered written questions | read a Celebrity Skills card about Carrie Underwood and answered written questions | read News-2-You on the new $5 bill and completed written comprehension activities |

P4

Lucy

11/6/07

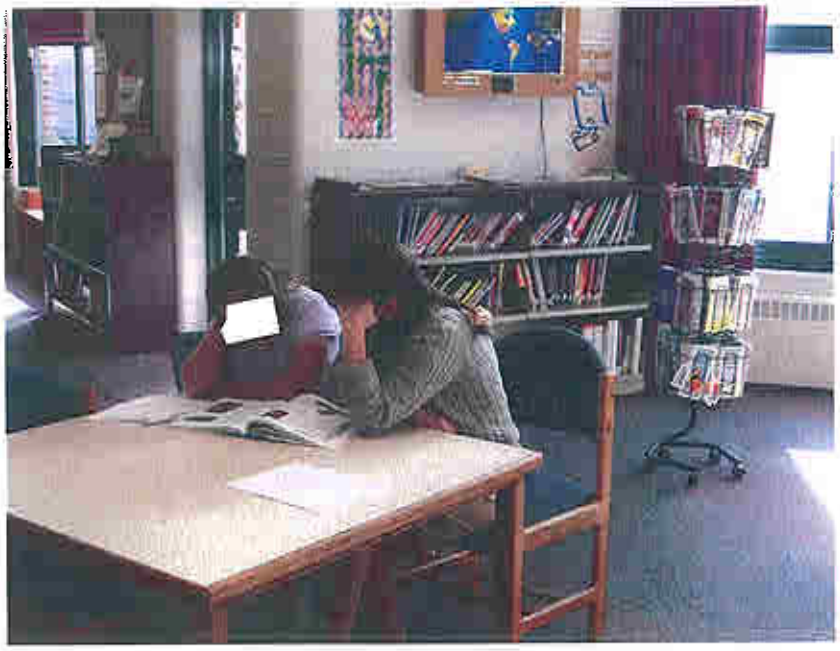
100%

1. How do people say "Hello" in Australia?
G'day

2. Where do the people from Coober Pedy live and work?
underground

3. What is the miner hunting for underground?
opals

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/6/07 |
| Content Area: Reading 2<br>Work Sample: 1 | |
| Data Collection Period: 1 | Setting: Special Education team room |
| Activity Description:<br>Lucy read a passage of text about Coober Pedy, a town in Australia, and then answered written questions about that text. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br>Lucy read a text and completed a comprehension activity (written questions) with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity:<br>Special educator prompted Lucy with words as she read the text and discussed the passage and how to use pictures and captions when you read. Modified assignment. | |



| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/8/07 |
| Content Area: Reading 2<br>Work Sample: 2 | |
| Data Collection Period: I | Setting: **CMS Media Center with General Education Reading class with typical peers** |
| Activity Description:<br>The general education reading class went to the school library to practice using the encyclopedias. Lucy read passages from the encyclopedia with the librarian, Ms. W and then answered multiple choice questions. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy completed a comprehension activity (multiple choice questions) with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity:<br>Ms. W provided support with locating the section to read in the encyclopedia and reading words in the text. Modified assignment. | |

## Self-determination sheet

**Data Collection period** I **Work Sample** 2

**Date:** 11/8/07

*Choice*

**Choose one:**

choose 2 topics to do out of 4 **or** choose which topic to look up first

**I did my work:**

- ○ **in the** _____ **classroom (with typical peers)**
- ○ **in the pod**
- ○ **in the team room with** _____
- ◉ **somewhere else:** library with Ms. W[redacted] (and neg. ed reading class)

*Planning*

**What do I need to do this?**

- ◉ **pencil**
- **calculator**
- ◉ **book**
- **computer**

**something else:** _____

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- ○ reading more carefully
- ○ sound out words before asking for help
- ◉ looking back for answers

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

Ms. Whall
librarian

**Student Signature** [redacted]

5

Lucy 11 20 071

# AUSTRALIA & The Five Themes of Geography

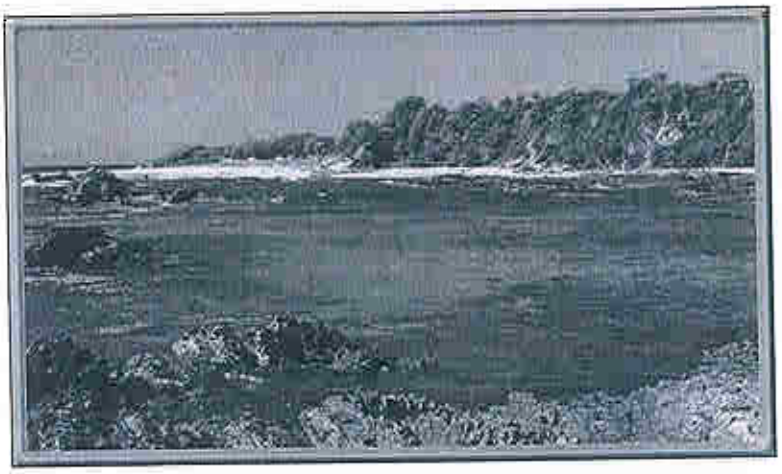
Some animals in Australia are kangaroos and koala bears. It has beaches and rain forests. Outback has mountains. There are more than 19 million people in Australia. Desert

Aborigines have lived in Australia for more than 50 thousand years. CAPITAL?

| **Student Work Sample Label** | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/20/07 |
| Content Area: Reading 2<br>Work Sample: 1 | |
| Data Collection Period: II | Setting: **General Education Social Studies classroom with typical peers** |
| Activity Description:<br>Lucy read text on Australia and then typed her answers to comprehension questions into the computer and found pictures to complete her project on Australia. Her project was graded by the general education Social Studies teacher. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read text and completed a comprehension activity (written questions) with 88% accuracy. | |
| Supports Provided and/or Used on this Specific Activity:<br>Lucy had assistance from a special education paraeducator in reading a trade book on Australia and locating answers to the questions in the book. Modified complexity and amount of information needed to complete project. **Typical peer modeling** of using the computer, finding photos for her project, and printing it out to hand in. Review and check ins by the general education Social Studies teacher. | |

Lucy 11 20 071

# AUSTRALIA & The Five Themes of Geography



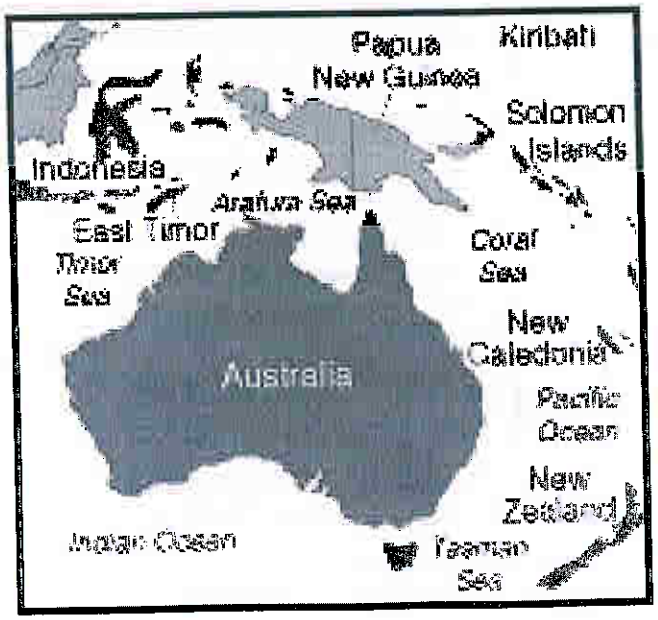
Some animals in Australia are kangaroos and koala bears. It has beaches and rain forests. Outback has mountains. There are more than 19 million people in Australia. DESERT

Aborigines have lived in Australia for more than 50 thousand years. CAPITAL?

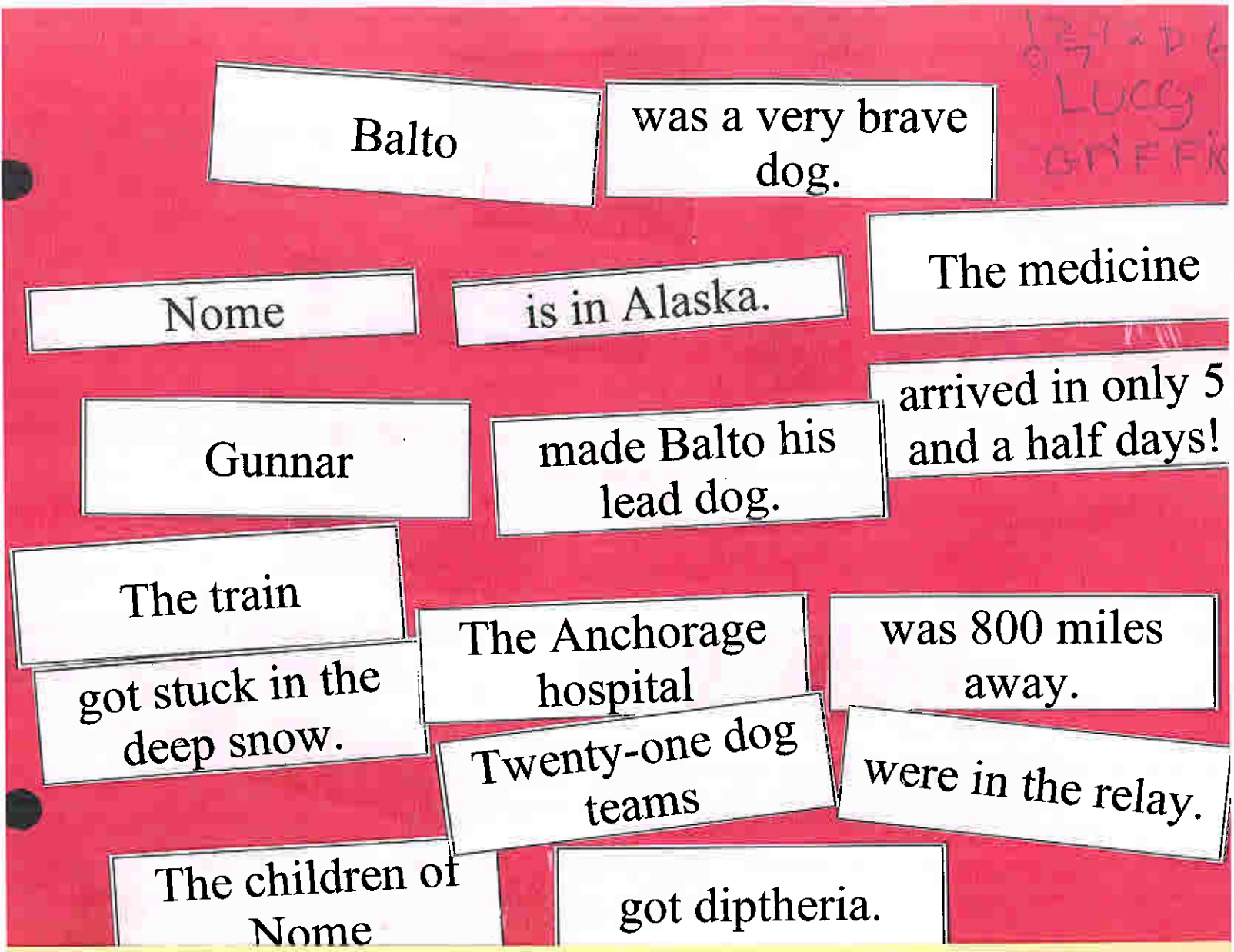
People travel by train, bus, car and small airplanes. /

Farmers grow grapes and wheat to make money. / SHEEP.

Yes I would like to live there because of the nice beaches. It would be fun to live there. /




GOOD WORK!
B+
88%




| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy – | **Date:** 12/12/07 |
| Content Area: Reading 2<br>Work Sample: 2 | |
| Data Collection Period: II | Setting: **General Education Reading Classroom with typical peers** |
| Activity Description:<br>Lucy read the book The True Story of Balto and completed a comprehension activity that required her to match the beginnings and ending of sentences to make true statements. She worked with a **typical peer** to read the choices and tape the correct answers on a separate sheet of paper. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read text and completed a comprehension activity (making true statements by matching sentence halves) with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity:<br>Lucy worked with a **typical peer** to read the parts of the sentences and match them. The **typical peer** helped her read certain words and assisted her with organizing all of the small pieces and taping them in final form on the red sheet. Modified assignment. | |

Balto

was a very brave dog.

Lucy Griffin

Nome

is in Alaska.

The medicine

Gunnar

made Balto his lead dog.

arrived in only 5 and a half days!

The train

got stuck in the deep snow.

The Anchorage hospital

was 800 miles away.

Twenty-one dog teams

were in the relay.

The children of Nome

got diptheria.

100%

Good work!

The ice

was cracking.

The serum run

took place in 1925.

The medicine

fell off the sled.

## Self-determination sheet

**Data Collection period** II **Work Sample** 2

**Date:** 12/12/07

*Choice*

**Choose one:**

true/false **or** complete the sentence

**I did my work:**

- ○ **in the** reading **classroom (with typical peers)**
- ○ **in the pod**
- ○ **in the team room with** _____
- ○ **somewhere else:** _____

*Planning*

**What do I need to do this?**

**pencil** **calculator**

**book** **computer**

**something else:** Paper

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- trying to read the words myself
- using the book when I forget
- making sure to put the beginning of the sentence first

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Lucy [redacted]

Lucy
3/31/08

5/6 = 83%

Extreme Earth

Answer the questions. Use the magazine to help you.

1. What Asian peak is the tallest mountain on the planet? it rises 8,850 meters (29,035 Feet) above sea level.

2. It is _____ meters tall.

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 3/31/08 |
| Content Area: Reading 2<br>Work Sample: 1 | |
| Data Collection Period: III | Setting: **General Education Reading classroom with typical peers** |
| Activity Description: Lucy read a portion of an article in a National Geographic Explorer magazine. She read the page entitled *Top of the World* in the article called "Extreme Earth." She then completed a comprehension activity that included multiple choice questions and open answer questions. The class was answering questions on the whole magazine. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read text and completed a comprehension activity (written questions) with 83% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: This assignment was modified in length and complexity. Lucy needed some assistance finding the article and reading certain words in the article, but she read the questions and chose her answers independently. | |

c) years

5. Do plants and animals live on Everest?

yes (no)

10

Lucy
5/31/05

5/6: 83%

## Extreme Earth

Answer the questions. Use the magazine to help you.

1. What Asian peak is the tallest mountain on the planet? it rises 8,850 meters (29,035 feet) above sea level.

2. It is _____ meters tall.

   a) 63
   (b) 8,850
   c) 1,800

3. Is Everest still growing?

   (yes) no

4. Climbers spend _____ trying to reach the top.

   a) days
   (b) weeks
   c) years

5. Do plants and animals live on Everest?

   yes (no)

6. Name the two men who made it to the top of Everest in 1953.

1) Edmund Hillary
2) Tenzing Norgay

Lucy P1

4/14/08

75%

# Food and Fungi

1) What do bakers add to bread dough? -½

bakers add Yeast to bread dough.

2) Why do bakers add that to the dough?

Because yeast what it to make the Dough good.

3) What does the yeast use as food?

yeast use as Food is sugar.

4) What gas does the yeast produce? -½

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 4/14/08 |
| Content Area: Reading 2<br>Work Sample: 2 | |
| Data Collection Period: III | Setting: **General Education Science classroom with typical peers** |
| Activity Description: Lucy read a paragraph from the science textbook and answered written questions. She had the assistance of a **typical peer** who helped her read some words and read the questions with her. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy read text and completed a comprehension activity (written questions) with 75% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: modified assignment, **typical peer** to help her read words and questions | |

Lucy P1

H/W ICE

75 Mo

# Food and Fungi

1) What do bakers add to bread dough? -½

bakers add Yeast to bread dough.

2) Why do bakers add that to the dough?

Because yeast what it to have the Dough good.

3) What does the yeast use as food?

yeast use as Food is sugar.

4) What gas does the yeast produce? -½

The gas the yeast Produce is carbon dioxide alcohol.

5) The gas makes bubbles. What do the bubbles do?

The bubbles cause The Dough rise.

If bread didn't have yeast in it, what would it be like?

didn't have yeast it is no good. -½

## Self-determination sheet

**Data Collection period** III **Work Sample** 2

**Date:** 4/14/06

*Choice*

**Choose one:**

Read the paragraph myself **or** share reading of sentences

**I did my work:**

- ◉ **in the** Science **classroom (with typical peers)**
- ○ **in the pod**
- ○ **in the team room with** _____
- ○ **somewhere else:** _____

*Planning*

**What do I need to do this?**

**pencil** **calculator** paragraph

**book** **computer**

**something else:** Paper

h1

*Monitoring*

**I thought this work was**

**easy** **medium** **hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- looking for the answer on the page
- using key words
- asking questions when I don't understand

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

(She had help from t.p. who reviewed her answers and checked in with her.)

**Student Signature** Lacey

# Entry Cover Sheet #1
# Mathematics Required
## (Grades 2, 3, 4, 5, 6, 7 and 10)

**Student Name:** Lucy **SASID #** **SAU #** **Grade:** 6

**Content Standard:**

Student will communicate his or her understanding of mathematics and recognize, develop, and explore mathematical connections.

**Student Performance and Progress: ONE *Measurable* Targeted Skill:**

Lucy will measure with 80% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

The critical function of this skill is that Lucy will communicate, organize, and understand the concept of measurement while recognizing that mathematics is connected to herself, other classes, and everyday life.

**The following can be used as the Table of Contents for this entry:**

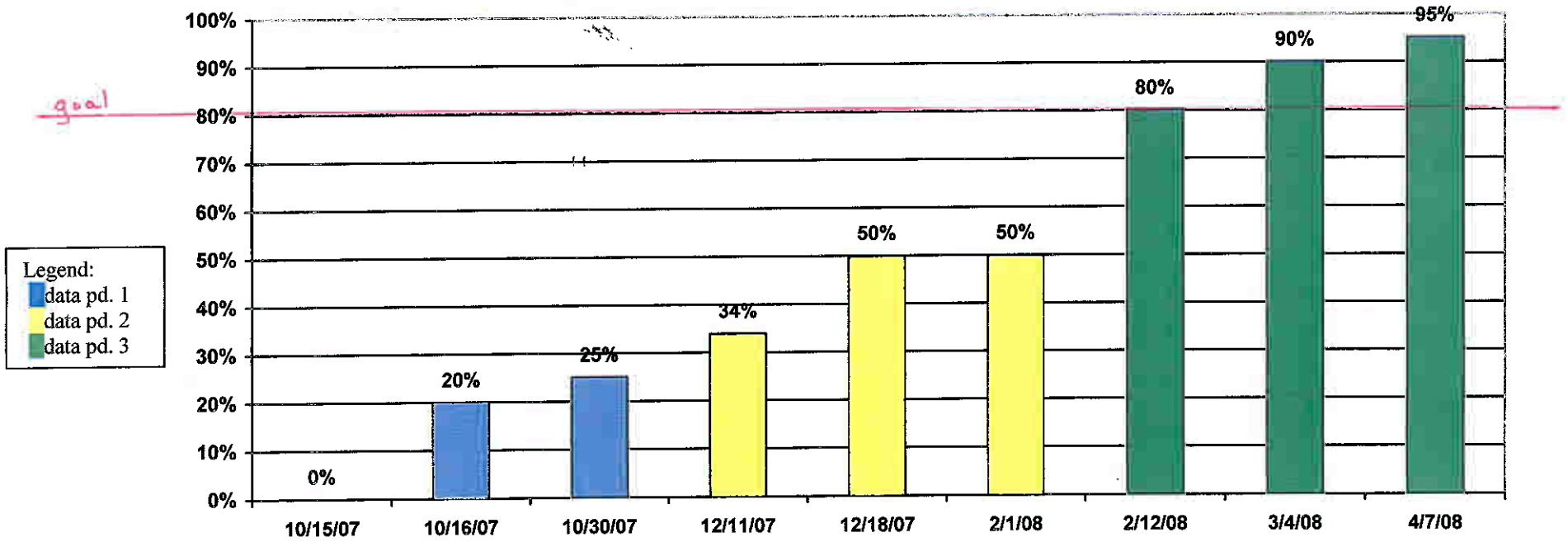


**The following information must be recorded directly on each piece of evidence:**

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

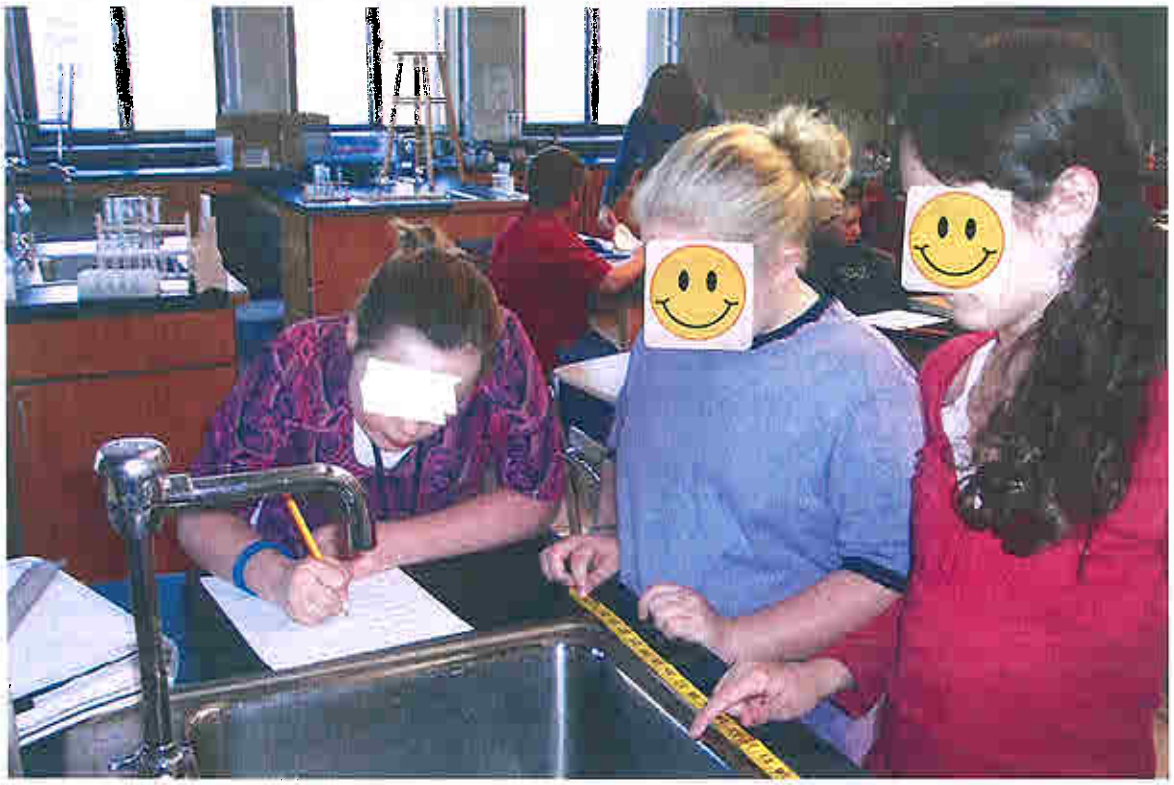
**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

## Math 1 – Lucy will measure with 80% accuracy.




| score | 0% | 20% | 25% | 34% | 50% | 50% | 80% | 90% | 95% |
|---|---|---|---|---|---|---|---|---|---|
| description | measuring by inches with a ruler worksheet | measuring by degrees F worksheet | measuring inches and weight on a pretest | measuring to the half inch with a ruler | measuring to the half inch and drawing lines to lengths in ½ in increments | quiz 3.2 – measuring & drawing lines to the nearest inch or ½ inch | computer game measuring with a ruler to the nearest ¼ inch | computer game measuring with a ruler to the nearest ¼ inch | measured a mix of inch, ½ inch, ¼ inch, & cm |

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 10/31/07 |
| Content Area: Math I<br>Work Sample: 1 | |
| Data Collection Period:<br>I II III | Setting: **General Education Math classroom with typical peers** |
| Activity Description: On Halloween, the team had a day of special activities in each general education class. Lucy attended the general education math class with typical peers that day. She worked with two typical peers to take certain measurements in metric form using a tape measure and recording them on her metric id card in centimeters. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy measured metric lengths with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: Typical peers helped Lucy use the tape measure and record the correct lengths. | |



| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/7/07 |
| Content Area: Math 1<br>Work Sample: 2 | |
| Data Collection Period: 1 | Setting: **General Education Science classroom with typical peers** |
| Activity Description: Lucy worked with a group of **typical peer** lab partners to complete a lab measuring various objects in the science classroom (ex. length of the sink, height of the table, etc.). | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy measured with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: **typical peers**, reduced number of objects to measure | |

Lucy
P3
11/7/07

Measure these items to the nearest inch.

100%

1. measure the length of a table 60 in
2. measure the height of a table 30 in
3. measure the length of a sink 24 in
4. measure the length of an eraser for the white board 5 in
5. measure the width of the window in the door 28 in
6. measure one more thing that you choose: 120 in

object: white board measurement: 120 in

## Self-determination sheet

**Data Collection period** I, ~~II~~ **Work Sample** 2

**Date:** 11, 7, 07

*Choice*

**Choose one:**

measure by myself **or** measure with friends

TP. - 2

**I did my work:**

- ○ **in the** 237 - math **classroom (with typical peers)**
- ○ **in the pod**
- ○ **in the team room with** _____
- ◉ **somewhere else:** 237

*Planning*

**What do I need to do this?**

(pencil) **calculator**

**book** **computer**

**something else:** Paper

(also used tape measure)

5

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- choosing the correct inch that is closest
- making sure that the tape is straight
- nothing. I did great!

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Lucy

b

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 12/7/07 |
| Content Area: Math 1<br>Work Sample: 1 | |
| Data Collection Period: II | Setting: **Special Education team room & various General Education places, such as the main office** |
| Activity Description: Lucy and a typical peer partner measured ingredients following a recipe to make smoothies. Lucy had to measure to the cup or ¾ cup. They delivered servings of their smoothies to various teachers and adults in general education settings throughout the school. Lucy made 3 batches of smoothies. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy measured with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: paraeducator, typical peer, modified assignment, food supplies for making smoothies, recipe, various measuring cups | |

Quiz 3.2

50%

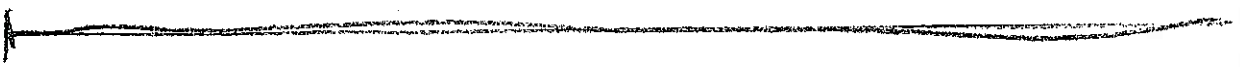
Name: Lucy
Pd.: 2
Date: 2/1/08

Measure to the nearest inch or half inch.

1. 


2. 


| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 2/1/08 |
| Content Area: Math 1<br>Work Sample: 2 | |
| Data Collection Period: II | Setting: Special Education team room |
| Activity Description: Lucy completed quiz questions. In this section of the quiz, she measured lines of different lengths to the closest inch or ½ inch and then had to draw lines measuring lengths to the inch or ½ inch. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy measured with 50% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: Special education paraeducator reviewed directions. modified assignment, ruler | |

6. ½ inch 

Quiz 3.2

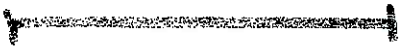
50%

Name: Lucy
Pd.: 2
Date: 2/11/08

Measure to the nearest inch or half inch.

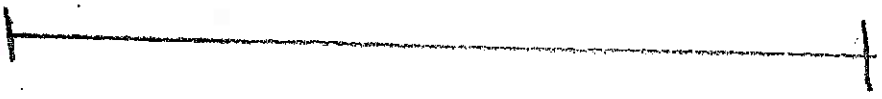
1.  1 inch

2.  6 inch

3.  2 inch

Use a ruler to draw a line that shows the measurement.

4. 3 ½ inches 

5. 4 inches 

6. ½ inch 

## Self-determination sheet

**Data Collection period** II **Work Sample** 1

**Date:** 12/7/07

*Choice*

**Choose one:**

measure by myself **or** measure with help

**I did my work:**

- in the _____ classroom (with typical peers)
- in the pod
- in the team room with _____
- somewhere else: _____

*Planning*

**What do I need to do this?**

| | |
|---|---|
| **pencil** | **calculator** |
| **book** | **computer** |

**something else:** recipe cup food Blender

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- watching how close I am in measuring
- using the correct cup to measure
- nothing

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Lucy

Lucy

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 3/4/08 |
| Content Area: Math 1<br>Work Sample: 1 | |
| Data Collection Period: III | Setting: Special Education team room |
| Activity Description: Lucy played the "medium" difficulty version of the measuring game "Measure It!" on the computer at www.funbrain.com. She had to measure a red line to the nearest ¼ inch against an on-screen ruler and then choose the correct multiple choice answer. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy measured with 90% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: Special education paraeducator to explain the game and get her started. modified assignment, computer, web site: funbrain.com | |

**Your Score:**

**9** of **10**

**Homework! Help your parents help you!**

Send a FunCard to a friend

Recommend "Measure It!" to a friend

• Play **"Measure It!"** again

FunBrain.com Measurement Game Page 1 of 1

Example

**Nice Work!**


**What is the length of the red line in inches?**

1) five and one fourth inches
2) five and one half inches
3) five and three fourths inches
4) five inches

FUNBRAIN.COM

| Correct | Incorrect |
|---|---|
| 8 | 1 |

Harder - Easier - Games

Click here for more games. FUNBRAIN.COM



Click Here for New Games FUNBRAIN.COM

11

Lucy
pd 2
3/4 108

Take the FunBrain **Personality Test**



**Nice Work!**

You finished **"Measure It!"**.
(Mar. 4, 2008 at 09:05)

**Your Score:**
**9 of 10**

- Play **"Measure It!"** again

**Your opinion counts! Please click here for a quick survey!**

**First Time on 2-Disc Disney DVD**
**March 4**
**Walt Disney's 101 Dalmatians**
**Limited Time Only**

**Homework! Help your parents help you!**

Send a FunCard to a friend

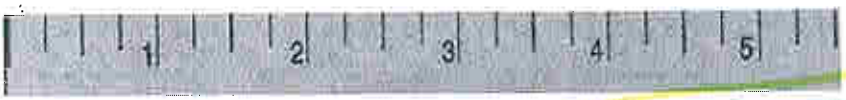
Recommend "Measure It!" to a friend

FunBrain.com Measurement Game

Page 1 of 1

Example

**Nice Work!**




**What is the length of the red line in inches?**

1) five and one fourth inches
2) five and one half inches
3) five and three fourths inches
4) five inches

| FUNBRAIN.COM | |
|---|---|
| **Correct** | **Incorrect** |
| 8 | 1 |

Harder - Easier - Games

Click here for more games.
FUNBRAIN.COM



Click Here for New Games
FUNBRAIN.COM

75%

LUCY

PS 4/2/08

C1. How many centimeters wide is your map of Africa? 2.7 CM

C2. How many centimeters long is Madagascar? 6 CM

| **Student Name:** Lucy | **Date:** 4/2/08 |
|---|---|
| Content Area: Math 1<br>Work Sample: 2 | |
| Data Collection Period: III | Setting: **General Education Social Studies class with typical peers** |
| Activity Description: Lucy measured lengths in centimeters on a map of the continent of Africa that each student created for class. She had assistance from a **typical peer.** | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy measured with 75% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: ruler, **typical peer** to help her find correct places to measure, modified assignment | |

Lucy read and answered these questions with mc.

Super!

-A typical 4th grade peer

75%

LUCY
P3 4/2/08

1. How many centimeters wide is your map of Africa? 17 CM

2. How many centimeters long is Madagascar?
6 CM

3. How many centimeters is it from the bottom of Egypt to the top of Congo(DRC)?
13 CM

~~4. About how many centimeters~~

4. About how long in centimeters is the Nile River? 11 CM

Lucy read and answered these questions with mc.

-A Super! typical 4th grade peer

## Self-determination sheet

**Data Collection period** III **Work Sample** 1

**Date:** 3/4/08

*Choice*

**Choose one:**

teddy bear measuring on apples 4 theteacher.com **or** rulers measuring game on funbrain.com

**I did my work:**

- ○ in the _____ classroom (with typical peers)
- ○ in the pod
- ◎ in the team room with Mrs. L[redacted]
- ○ somewhere else: _____

*Planning*

**What do I need to do this?**

| | |
|---|---|
| pencil | calculator |
| book | computer |
| something else: _____ | |

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- ○ looking at the ruler more closely
- ◉ taking my time choosing the answer
- ○ nothing

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Lucy

# Entry Cover Sheet #2
# Mathematics Choice
## (Grades 2, 3, 4, 5, 6, 7 and 10)

**Student Name:** Lucy **SASID #** **SAU #** **Grade:** 6

**Content Standard:**

Standard 7: Student will compute.

**Student Performance and Progress: ONE *Measurable* Targeted Skill:**

Lucy will compute problems involving regrouping, either addition or subtraction, with 80% accuracy.

**Explain how the targeted skill is connected to the Content Standard:**

Lucy's ability to compute addition and subtraction problems develops her number sense, her understanding of number operations, and relates to her ability to function independently in everyday life.

**The following can be used as the Table of Contents for this entry:**

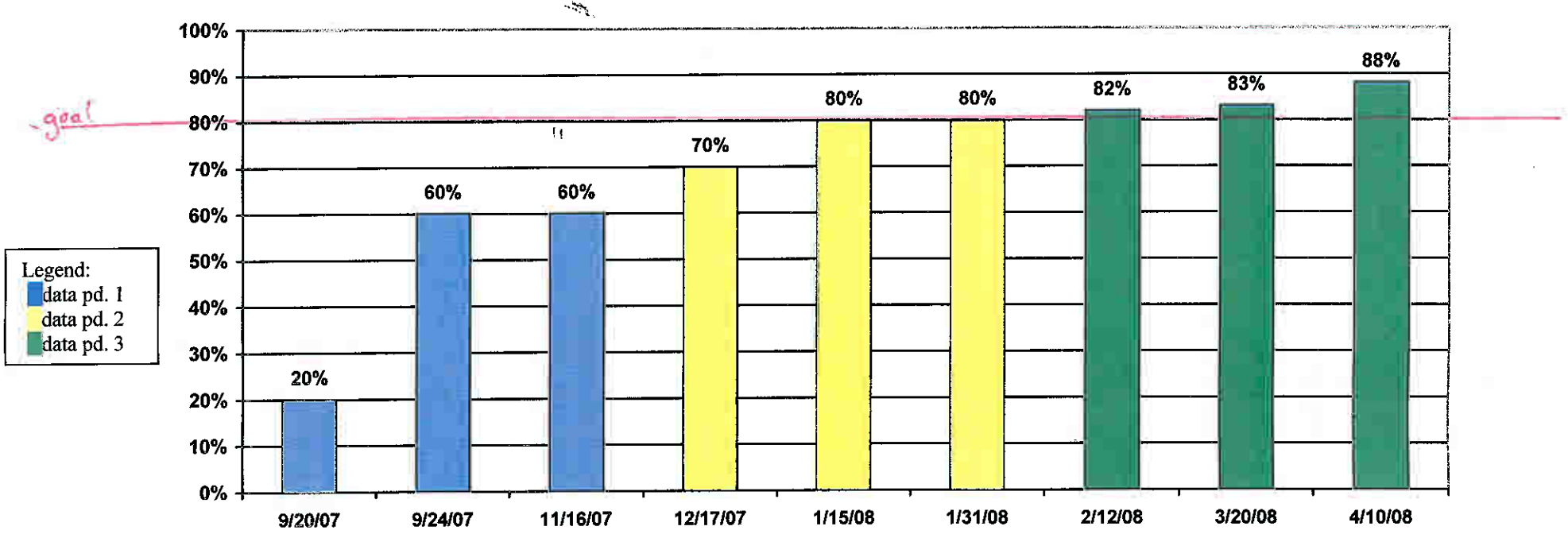


**The following information must be recorded directly on each piece of evidence:**

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

**Evidence for this entry should follow this Entry Cover Sheet in chronological order.**

## Math 2 – Lucy will compute problems involving regrouping, either addition or subtraction, with 80% accuracy.




| score | 20% | 60% | 60% | 70% | 80% | 80% | 82% | 83% | 88% |
|---|---|---|---|---|---|---|---|---|---|
| description | worksheet +/- 2 digits with regrouping | worksheet 1,2, & 3 digits +/- with regrouping | worksheet +/- 1 & 2 digits with regrouping | worksheet +/- 1 & 2 digits with regrouping | worksheet +/- 1 & 2 digits with regrouping | +/- flashcards 1,2, & 3 digits with regrouping w/TP | +/- worksheet with 2 & 3 digit problems with regrouping | quiz 3.4 +/- 2 & 3 digit problems with regrouping | +/- 4 digits with regrouping during a game in class |

Math Quiz 2.1

Name: Lucy
Date: 11/9/07
Period: 2

1. Use the bar graph below to answer the questions.

Hours that Students Spend Watching TV

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 11/9/07 |
| Content Area: Math 2<br>Work Sample: 1 | |
| Data Collection Period: 1 | Setting: Special Education team room |
| Activity Description: Lucy computed 1 and 2 digit addition and subtraction problems involving regrouping on a quiz. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy computed addition and subtraction problems with regrouping with 80% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: Special education paraeducator reviewed directions. scrap paper provided, modified quiz for length and complexity | |

C ____ X ____ 80%

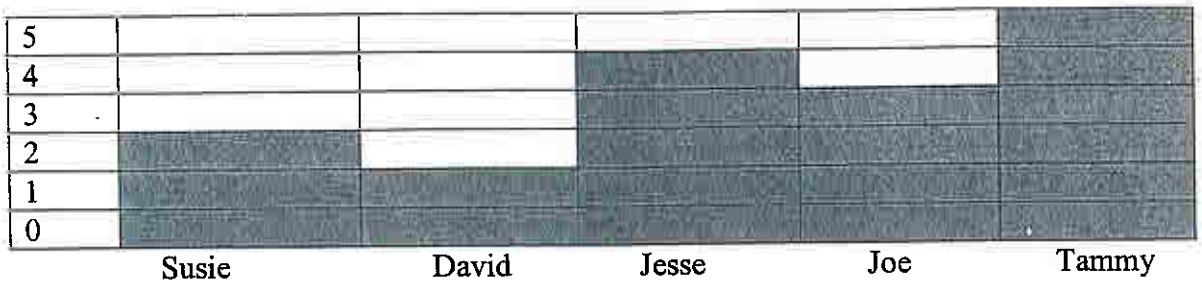
| | | |
|---|---|---|
| 1<br>28<br>+12<br>40 C | 1<br>35<br>+ 8<br>43 C | 1<br>74<br>+58<br>132 C |
| 43<br>- 21<br>22 C | 95<br>- 62<br>37 X | 6<br>784<br>- 16<br>02 X |

Math Quiz 2.1

Name: LUCY
Date: 11, 9 No 7
Period: 2

1. Use the bar graph below to answer the questions.

Hours that Students Spend Watching TV




C a. Who watches the most hours of TV? tammy

X b. Who watches the fewest number of hours of TV? Jesse

X c. How many hours of Susie and Joe watch all together? Joe 3 hr Shusie 2 hr

2. Complete the following addition and subtraction problems.

C 5 + 8 = 13

X 18 – 3 = 7

80%

| | | |
|---|---|---|
| $\overset{1}{28} + 12 = 40$ C | $\overset{1}{35} + 8 = 43$ C | $\overset{1}{74} + 58 = 132$ C |
| $43 - 21 = 22$ C | $95 - 62 = 37$ X | $\overset{6}{784} - 16 = 02$ X |

3. Measure the items below. The teacher may hold the tape with you if needed.

C a. the length of a science book to the nearest inch 11 inch

C b. the height of the cabinet door to the nearest inch 30 inch

C c. the width of the door to the nearest inch 35inch

Lucy
11/16/07
P2

# Math Flash cards v2.0

Choose difficulty

Easy (0-10)
Medium (0-20)
Hard (0-50)
Expert (0-100)

Choose Math function(s)

✓ Addition
✓ Subtraction
Multiplication
Division

example

**16 + 8 = ?**

**28** Answer A
**31** Answer B
**24** Answer C
**32** Answer D

Lucy
23

score on problems related to skill 50%

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy [redacted] | **Date:** 11/16/07 |
| Content Area: Math 2<br>Work Sample: 2 | |
| Data Collection Period: 1 | Setting: Special Education team room |
| Activity Description: Lucy played Math Flash Cards on www.apples4theteacher.com. The game was on the "medium" setting, and the problems were presented horizontally with multiple choice answers. Lucy used scrap paper occasionally to write down the problems from the screen. The special educator kept track of which problems involved regrouping and scored based on those. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy computed addition and subtraction problems with regrouping with 50% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: computer, assistance getting set up and directions from special educator, reminders to use scrap paper | |

## Self-determination sheet

**Data Collection period** I **Work Sample** 2

**Date:** 11/14/07

*Choice*

**Choose one:**

Math Flash Card game on computer **or** game with dice

**I did my work:**

- ○ **in the** _____ **classroom (with typical peers)**
- ○ **in the pod**
- ○ **in the team room with** Ms [redacted]
- ○ **somewhere else:** _____

*Planning*

**What do I need to do this?**

**pencil** **calculator**

**book** **computer**

**something else:** _____ (also used pencil and scrap paper)

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- using a pencil and paper to do my work
- looking at the numbers more carefully
- remembering to carry or borrow numbers

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Kerry [redacted]

2,200,000 + 12 = 2,200,012

16 + 12 = 18

12 + 12 = 24

1/10/08

12 + 11 = 23

What is your name? Lucy

What is your age today? 12 years and 5 months

## Now let's travel through the solar system and beyond

If you travel at jet speed…

…how old will you be when you reach the Sun? 30 years 1 months

12 + 17 = 29 year

5 + 8 = 13 mon

…how old will you be when you reach Mars? 20 years ____ months

…how old will you be when you reach Mercury? 23 years ____ months

29 + 1 = 30

1 year
1 month

If you travel by rocket…

…how old will you be when you reach Uranus? 20 years ____ months

…how old will you be when you reach Neptune? 24 years ____ months

…how old will you be when you reach Pluto? 28 years ____ months

…how old *were you* at launch time if you arrived on Saturn today? 9 y ____ m

…how old *were you* at launch time if you arrived on Uranus today? 14 y ____ m

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 1/10/08 |
| Content Area: Math 2<br>Work Sample: 1 | |
| Data Collection Period: II | Setting: **General Education Science classroom with typical peers** |
| Activity Description: Lucy completed a modified version of a worksheet on traveling through the solar system. She had to take information from a chart on the back of the worksheet and then do calculations to find out how old you would be at different times. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br>Lucy computed addition and subtraction problems with regrouping with 100% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: Special education paraeducator adapted the worksheet to include only the years and set up the problems. Lucy wrote the answers to the scribed problems. **Typical peer modeling** of solving the problems using the chart and setting up the problems. | |

2,200,000 + 12 = 2,200,012

16 + 12 = 18

12 + 12 = 24

1/10/08

12 + 11 = 23

What is your name? Lucy

What is your age today? 12 years and 5 months

## Now let's travel through the solar system and beyond

If you travel at jet speed…

…how old will you be when you reach the Sun? 30 years 1 months

12 + 17 = 29 years

5 + 8 = 13 mo.

1 year 1 month

…how old will you be when you reach Mars? 20 years ____ months

…how old will you be when you reach Mercury? 23 years ____ months

29 + 1 = 30

If you travel by rocket…

…how old will you be when you reach Uranus? 20 years ____ months

1 + 19 = 20

…how old will you be when you reach Neptune? 24 years ____ months

…how old will you be when you reach Pluto? 28 years ____ months

…how old *were you* at launch time if you arrived on Saturn today? 9 y ____ m

…how old *were you* at launch time if you arrived on Uranus today? 4 y ____ m

20 − 3 = 9

If you travel at the speed of light (on a sunbeam)…

…how old *were you* at launch time if you arrived on Alpha Centauri today? 8 y ___ m

12 − 8 = 4

…how old will you be when you reach Regulus? 81 years ____ months

…how old will you be when you reach the Pleiades? 412 years ____ months

12 + 69 = 81

…how old will you be when you reach the center of our galaxy?

38,012 years ____ months

…how old will you be when you reach the Andromeda Galaxy?

2,200,012 years ____ months

12 − 4 = 8

Bonus Question:

If Mr. Beakey leaves for a distant object (on the chart) today while traveling at the speed of light, where do you think he'll be on his 100th birthday? Aldeberan

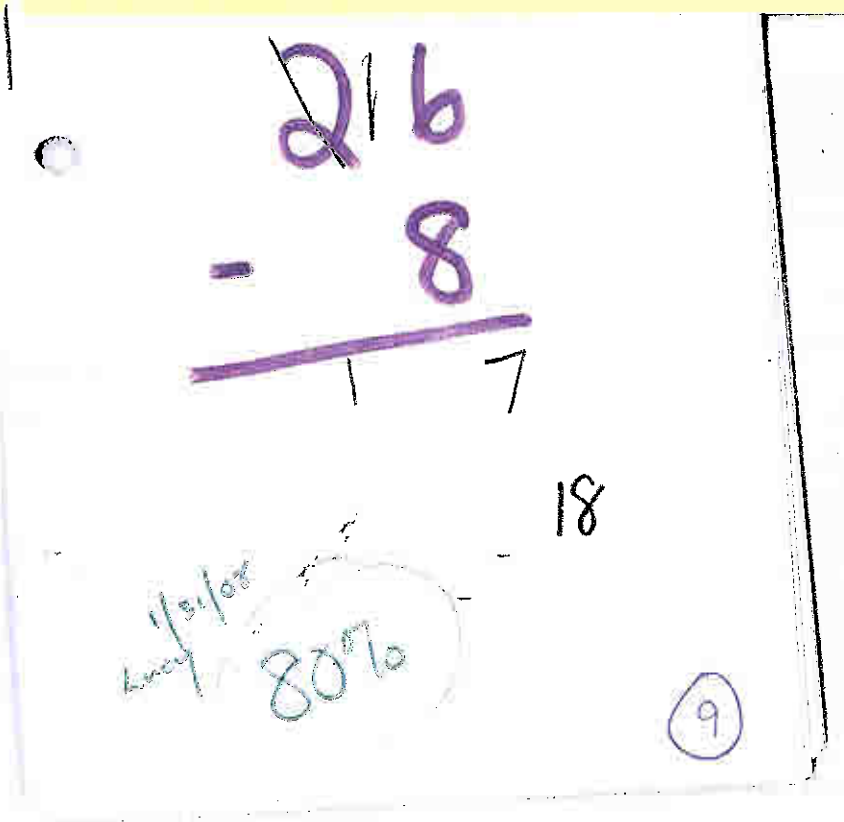
38,000 + 12 = 38,012

400 + 12 = 412

# Travel Times in the Universe

| **Destination** | **Jet (600 mph)** | **Rocket (25,000 mph)** | **Sunbeam (186,000 miles per second)** |
|---|---|---|---|
| Moon | 16.5 day | 9.4 hours | 1.2 seconds |
| Sun | 17 years, 8 months | 4 months | 8.5 minutes |
| Mercury | 10 years, 10 months | 3 months | 5 minutes |
| Venus | 5 years, 5 months | 1.5 months | 2.5 minutes |
| Mars | 8 years, 10 months | 2.5 months | 4 minutes |
| Jupiter | 74 years, 3 months | 1 year, 9 months | 35 minutes |
| Saturn | 150 years, 5 months | 3 years, 7 months | 1 hour, 11 minutes |
| Uranus | 318 years, 6 months | 7 years, 7 months | 2 hours, 30 minutes |
| Neptune | 513 years, 2 months | 12 years, 3 months | 4 hours, 2 minutes |
| Pluto | 690 years, 1 month | 16 years, 5 months | 5 hours, 25 minutes |
| Alpha Centauri (nearest star) | 4.8 million years | 114,155.2 years | 4.2 years |
| Sirius (Dog star) | 9.6 million years | 228,310.4 years | 8.4 years |
| Ross 248 | --- | --- | 10.4 years |
| 70 Ophiuchus A | --- | --- | 16.1 years |
| Capella | --- | --- | 41 years |
| Aldeberan | --- | --- | 60 years |
| Regulus | --- | --- | 69 years |
| Algol | --- | --- | 75 years |
| Pleiades Cluster (7 Sisters) | --- | --- | 400 years |
| Crab Nebula | --- | --- | 4,000 years |
| Center of the Milky Way | --- | --- | 38,000 years |
| Andromeda Galaxy | --- | --- | 2.2 million years |

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 1/31/08 |
| Content Area: Math 2<br>Work Sample: 2 | |
| Data Collection Period: II | Setting: **General Education Social Studies classroom with typical peers** |
| Activity Description: While students were using data on population to do computations and comparisons, Lucy practiced adding and subtracting 1, 2, and 3 digit numbers with regrouping. She computed a problem on a flashcard and then a **typical peer** corrected it. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy computed addition and subtraction problems with regrouping with 80% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: modified assignment, color-coded addition and subtraction problems to make different operations more apparent, **typical peer** | |



## Self-determination sheet

**Data Collection period** II **Work Sample** 1

**Date:** 1/10/08

*Choice*

**Choose one:** On the "travel through the solar system" sheet:

find years and months **or** find years only

**I did my work:**

- o **in the** science **classroom (with typical peers)**
- o **in the pod**
- o **in the team room with** _____
- o **somewhere else:** _____

*Planning*

**What do I need to do this?**

**pencil** **calculator**

**book** **computer**

**something else:** paper

*Monitoring*

**I thought this work was**

**easy**

**medium**

**hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- remembering to carry or borrow numbers
- asking for help with the graph
- ✓ nothing

*Supports*

**I had help from**

**Student** **Teacher** **Nobody**

**Student Signature** Leah

Nice work, Lucy!

85% B

Quiz 3.4

Name: Lucy
Pd.: 2
Date: 3/20/08

Add or subtract.

89%

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 865 \\ +\ 859 \\ \hline 1724 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 912 \\ +\ 128 \\ \hline 1040 \end{array} \qquad \begin{array}{r} {\scriptstyle 8} \\ 391 \\ -\ 168 \\ \hline 223 \end{array}$$

$$\begin{array}{r} {\scriptstyle 515} \\ 664 \\ -\ 196 \\ \hline 468 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 703 \\ +\ 569 \\ \hline 1272 \end{array} \qquad \begin{array}{r} {\scriptstyle 410} \\ 502 \\ -\ 418 \\ \hline 094 \end{array}$$

some on back

Multiply.

5 5 7 1

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 3/20/08 |
| Content Area: Math 2<br>Work Sample: 1 | |
| Data Collection Period: III | Setting: Special Education team room |
| Activity Description: Lucy calculated 3 digit addition and subtraction problems with regrouping on a quiz. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br>Lucy computed addition and subtraction problems with regrouping with 89% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: modified assignment | |

12

Nice work, Lucy!

85% B

Quiz 3.4

Name: LUCY
Pd.: 2
Date: 3/20/08

Add or subtract.

89%

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 865 \\ +\ 859 \\ \hline 1724 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1} \\ 912 \\ +\ 128 \\ \hline 1040 \end{array}$$

$$\begin{array}{r} {\scriptstyle 8} \\ 391 \\ -\ 168 \\ \hline 223 \end{array}$$

$$\begin{array}{r} {\scriptstyle 515} \\ 664 \\ -\ 196 \\ \hline 468 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1} \\ 703 \\ +\ 569 \\ \hline 1272 \end{array}$$

$$\begin{array}{r} {\scriptstyle 410} \\ 502 \\ -\ 418 \\ \hline 094 \end{array}$$

same on back

Multiply.

$$\begin{array}{r} 5 \\ \times\ 8 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 5 \\ \times\ 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 7 \\ \times\ 2 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 1 \\ \times\ 3 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 2 \\ \times\ 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 3 \\ \times\ 5 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 3 \\ \times\ 2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 5 \\ \times\ 2 \\ \hline 10 \end{array}$$

Great!

**Write out a number sentence. Solve the number sentence.**

1. There is a field of flowers. There are 693 red flowers and 576 yellow flowers. How many flowers are there altogether?

693 + 576 = 1269

```
 1
 693
+576
----
1269
```

2. There were 96 pieces of candy in the bag. Julie and her friends ate 58 pieces. How many pieces were left?

96 − 58 = 38

```
  8
 96
-58
----
 38
```

3. A sandwich costs $2.25. A soda costs $0.75. If Sandy buys a sandwich and a soda, how much money will she spend?

2.25 + .75 = ~~3.00~~

```
 1 1
 2.25
+ .75
------
 3.00
```

4. A piece of pizza costs $1.79. French fries cost $1.10. How much more does the pizza cost than the French fries?

1.79 − 1.10 = 0.69

```
 1.79
-1.10
-----
 0.69
```

13

| Student Work Sample Label | |
|---|---|
| **Student Name:** Lucy | **Date:** 4/2/08 |
| Content Area: Math 2<br>Work Sample: 2 | |
| Data Collection Period: III | Setting: **General Education Math classroom with typical peers** |
| Activity Description: Lucy pushed in to the general education math class because they were playing a game of adding and subtracting decimals. Students drew chips numbered 0-9 out of a container and placed them on a template for adding two 3 digit numbers with decimal places. The **typical peers** in her group helped her line up the numbers she chose on graph paper, and then Lucy computed them on their own. The object for students was to place their chips so that they got the greatest sum or the greatest difference. The object for Lucy was to calculate correctly with the different decimal places lined up for her. | |
| Student's Performance (use measurement terms listed in targeted skill on Entry Cover Sheet):<br><br>Lucy computed addition and subtraction problems with regrouping with 60% accuracy. | |
| Supports Provided and/or Used on this Specific Activity: modified activity, **typical peer** assistance in following the steps for the game and setting up her problems | |

## Self-determination sheet

**Data Collection period** III **Work Sample** 2

**Date:** 4/2/08

*Choice*

**Choose one:**

grocery store game **or** chip game

**I did my work:**

- ◉ **in the** Math **classroom (with typical peers)**
- ○ **in the pod**
- ○ **in the team room with** _____
- ○ **somewhere else:** _____

*Planning*

**What do I need to do this?**

**pencil** **calculator**

**book** **computer**

**something else:** Paper, Chips

*Monitoring*

**I thought this work was**

(easy) **medium** **hard**

*Evaluating*

**Next time I need to work on (or what do I need help with next time?)**

- ○ ask for help lining up the numbers
- ◉ take more time figuring out the numbers
- ○ _____

*Supports*

**I had help from**

(Student) **Teacher** **Nobody**

**Student Signature** Lucy [redacted]